



AP[®] ENGLISH LANGUAGE and COMPOSITION PRACTICE TEST 1

USE THIS SHEET TO RECORD YOUR ANSWERS FOR THE EXAM.

SECTION 1: MULTIPLE-CHOICE QUESTIONS 1–45

Indicate your answers to the exam questions by filling in each circle completely.
Mark only one response per question.

- | | | | | | |
|----|---------------------|----|---------------------|----|---------------------|
| 1 | (A) (B) (C) (D) (E) | 16 | (A) (B) (C) (D) (E) | 31 | (A) (B) (C) (D) (E) |
| 2 | (A) (B) (C) (D) (E) | 17 | (A) (B) (C) (D) (E) | 32 | (A) (B) (C) (D) (E) |
| 3 | (A) (B) (C) (D) (E) | 18 | (A) (B) (C) (D) (E) | 33 | (A) (B) (C) (D) (E) |
| 4 | (A) (B) (C) (D) (E) | 19 | (A) (B) (C) (D) (E) | 34 | (A) (B) (C) (D) (E) |
| 5 | (A) (B) (C) (D) (E) | 20 | (A) (B) (C) (D) (E) | 35 | (A) (B) (C) (D) (E) |
| 6 | (A) (B) (C) (D) (E) | 21 | (A) (B) (C) (D) (E) | 36 | (A) (B) (C) (D) (E) |
| 7 | (A) (B) (C) (D) (E) | 22 | (A) (B) (C) (D) (E) | 37 | (A) (B) (C) (D) (E) |
| 8 | (A) (B) (C) (D) (E) | 23 | (A) (B) (C) (D) (E) | 38 | (A) (B) (C) (D) (E) |
| 9 | (A) (B) (C) (D) (E) | 24 | (A) (B) (C) (D) (E) | 39 | (A) (B) (C) (D) (E) |
| 10 | (A) (B) (C) (D) (E) | 25 | (A) (B) (C) (D) (E) | 40 | (A) (B) (C) (D) (E) |
| 11 | (A) (B) (C) (D) (E) | 26 | (A) (B) (C) (D) (E) | 41 | (A) (B) (C) (D) (E) |
| 12 | (A) (B) (C) (D) (E) | 27 | (A) (B) (C) (D) (E) | 42 | (A) (B) (C) (D) (E) |
| 13 | (A) (B) (C) (D) (E) | 28 | (A) (B) (C) (D) (E) | 43 | (A) (B) (C) (D) (E) |
| 14 | (A) (B) (C) (D) (E) | 29 | (A) (B) (C) (D) (E) | 44 | (A) (B) (C) (D) (E) |
| 15 | (A) (B) (C) (D) (E) | 30 | (A) (B) (C) (D) (E) | 45 | (A) (B) (C) (D) (E) |

ENGLISH LANGUAGE AND COMPOSITION

SECTION I

Time—1 hour

45 Questions

Directions: This part consists of selections from prose works and questions on their content, form, and style. After reading each passage, choose the best answer to each question and completely fill in the corresponding circle on the answer sheet.

Note: Pay particular attention to the requirement of questions that contain the words NOT, LEAST, or EXCEPT.

Questions 1–11 refer to the passage below.

The following passage is excerpted from a book by Helen Keller published in 1903.

Most people measure their happiness in terms of physical pleasure and material possession. Could they win some visible goal which they have set on the horizon, how happy they would be! Lacking this gift or that circumstance, they would be miserable. If happiness is to be so measured, I who cannot hear or see have every reason to sit in a corner with folded hands and weep. If I am happy in spite of my deprivations, if my happiness is so deep that it is a faith, so thoughtful that it becomes a philosophy of life,—if, in short, I am an optimist, my testimony to the creed of optimism is worth hearing. As sinners stand up in meeting and testify to the goodness of God, so one who is called afflicted may rise up in gladness of conviction and testify to the goodness of life. Once I knew the depth where no hope was, and darkness lay on the face of all things. Then love came and set my soul free.

Once I knew only darkness and stillness. Now I know hope and joy. Once I fretted and beat myself against the wall that shut me in. Now I rejoice in the consciousness that I can think, act and attain heaven. My life was without past or future; death, the pessimist would say, “a consummation devoutly to be wished.” But a little word from the fingers of another fell into my hand that clutched at emptiness, and my heart leaped to the rapture of living. Night fled before the day of thought, and love and joy and hope came up in a passion of obedience to knowledge. Can anyone who has escaped such captivity, who has felt the thrill and glory of freedom, be a pessimist?...

If I tried, I could not check the momentum of my first leap out of the dark;... With the first word I used intelligently, I learned to live, to think, to hope. Darkness cannot shut me in again. I have had a glimpse of the shore, and can now live by the hope of reaching it....

Only by contact with evil could I have learned to feel by contrast the beauty of truth and love and goodness.

It is a mistake always to contemplate the good and ignore the evil, because by making people neglectful it lets in disaster. There is a dangerous optimism of ignorance and indifference.... Optimism that does not count the cost is like a house built on sand. A man must understand evil and be acquainted with sorrow before he can write himself an optimist and expect others to believe that he has reason for the faith that is in him.

I know what evil is. Once or twice I have wrestled with it, and for a time felt its chilling touch on my life; so I speak with knowledge when I say that evil is of no consequence, except as a sort of mental gymnastic. For the very reason that I have come in contact with it, I am more truly an optimist. I can say with conviction that the struggle which evil necessitates is one of the greatest blessings. It makes us strong, patient, helpful men and women. It lets us into the soul of things and teaches us that although the world is full of suffering, it is full also of the overcoming of it.... The world is sown with good; but unless I turn my glad thoughts into practical living and till my own field, I cannot reap a kernel of the good....

Two generations ago Carlyle flung forth his gospel of work. To the dreamers of the Revolution, who built cloud-castles of happiness, and, when the inevitable winds rent the castles asunder, turned pessimists—to those ineffectual Endymions,¹ Alastors² and Werthers³ this Scots peasant, man of dreams in the hard, practical world, cried aloud his creed of labor. “Be no longer a Chaos, but a World. Produce! produce! Were it but the pitifullest infinitesimal fraction of a product, produce it, in God’s name! ‘Tis the utmost thou hast in thee; out with it, then. Up, up! whatsoever thy hand findeth to do, do it with thy whole might. Work while it is called Today; for the Night cometh wherein no man may work.”

1 In Greek mythology, Endymion is a beautiful youth who spent the majority of his life asleep.

2 Alastor refers to an avenging deity or spirit.

3 Werther is a character in a novel by Johann Wolfgang von Goethe who illustrates the calamitous effects of an inclination for absolutes.

GO ON TO THE NEXT PAGE.

Some have said Carlyle was taking refuge from a hard world by bidding men grind and toil, eyes to the 75 earth, and so forget their misery. This is not Carlyle’s thought. “Fool!” he cries, “the Ideal is in thyself; the Impediment is also in thyself. Work out the Ideal in the poor, miserable Actual; live, think, believe, and be free!” It is plain what he says, that work, production, brings 80 life out of chaos, makes the individual a world, an order; and order is optimism.

- In lines 8–12 (“If I... worth hearing”), the writer uses an em-dash in order to
 - interject a tangential thought
 - make a generalization based on the preceding clauses
 - link together the independent clauses in the sentence
 - break up the repetitive thoughts in the sentence
 - draw contrasts among the preceding dependent clauses
- The writer draws a parallel between herself and sinners in lines 12–15 (“As sinners...of life”) in order to
 - appeal to readers’ experiences with rebounding from adversity
 - encourage readers to attend church meetings to seek relief
 - allude to readers’ exposure to God’s punishment
 - engage readers who express themselves with conviction
 - persuade readers that the origin of happiness lies within sin
- In the first four sentences of the second paragraph (lines 18–21), the primary reason the writer’s sentence structure is effective is because it
 - breaks down complex ideas with short sentences
 - repeats words to produce a lyrical tone
 - employs first-person narration to draw comparisons
 - indicates sequence of events with clarity
 - emphasizes the contrast between the writer’s past and present
- In the sixth paragraph, last sentence, the writer states “The world...the good,” (lines 56–59) to support which of the following claims?
 - If you look for the good in the world, you will find it.
 - The key to happiness is being productive.
 - In order to obtain happiness, you must act with optimism.
 - Happiness can be found most readily in the natural world.
 - You have to act happy, even if you are not truly happy, to become an optimist.
- In the sixth paragraph (lines 46–59), the writer expresses the primary role of evil by
 - providing an example of evil in the world
 - explaining that evil is pervasive
 - making readers aware that good deeds can be bad deeds in disguise
 - describing the advantages of being exposed to evil
 - contrasting evil with good
- When the passage moves from the fifth paragraph (lines 38–45) to the sixth paragraph (lines 46–59), it also moves from
 - a specificity to a generalization
 - a first-person narrator to third-person narrator
 - an objective conjecture to a subjective conjecture
 - an overview to an illustration
 - a description of the past to a description of the present
- In the seventh paragraph (lines 60–72), the writer includes the metaphor “cloud-castles” for which of the following purposes?
 - To express the insubstantial efforts of the dreamers of the American Revolution
 - To emphasize the unrealistic notions that the dreamers of the American Revolution had
 - To highlight the inexcusable actions of the dreamers of the American Revolution
 - To show that the dreamers of the American Revolution had peaceful ambitions
 - To underscore the prospective ideals of the dreamers of the American Revolution

GO ON TO THE NEXT PAGE.

8. The writer refers to the “Endymions, Alastors and Werthers” of the world (line 64) to provide which of the following effects?
- (A) The reference proves the uselessness of quixotic individuals.
 - (B) The reference underscores the futility of revolution.
 - (C) The reference serves to contrast her character with overly idealistic characters.
 - (D) The reference emphasizes the differences between fiction and real life.
 - (E) The reference encourages criticism of people who create false hopes in others.
9. In the last half of the second sentence of the seventh paragraph (lines 65–66), the writer describes Carlyle as a “Scots peasant, man of dreams in the hard, practical world” primarily to
- (A) express that idealistic dreams and practical thoughts can coexist
 - (B) assert that life comprises challenges
 - (C) indicate that he is of Scottish descent
 - (D) compare and contrast him with the Endymions, Alastors, and Werthers of the world
 - (E) characterize him as being firmly rooted in real life with an expert opinion worth listening to
10. Carlyle’s use of the sentence “Up, up!” (line 70) has the primary effect of
- (A) implying the extent to which Carlyle has suffered in the past
 - (B) indicating Carlyle’s sarcastic tone
 - (C) enabling Carlyle to create a sense of urgency in readers
 - (D) suggesting Carlyle is trying to quell a disbelief among readers
 - (E) signifying that Carlyle is shouting
11. The writer includes Carlyle’s quote, “the Night cometh wherein no man may work” (line 72), to support which of the following claims?
- (A) Eventually hardships will reemerge.
 - (B) The opportunity to work is a gift of life.
 - (C) Seek the good in time of darkness.
 - (D) It is natural to fall into depression.
 - (E) Unemployment is a constant worry.

GO ON TO THE NEXT PAGE.

Questions 12–23 refer to the passage below.

The following passage is excerpted from President George H. W. Bush's State of the Union Address in 1992.

Two years ago, I began planning cuts in military spending that reflected the changes of the new era. But now, this year, with imperial communism gone, that process can be accelerated. Tonight I can tell you of dramatic changes in our strategic nuclear force. These are actions we are taking on our own because they are the right thing to do. After completing 20 planes for which we have begun procurement, we will shut down further production of the B-2 bombers. We will cancel the small ICBM program. We will cease production of new warheads for our sea-based ballistic missiles. We will stop all new production of the Peacekeeper missile. And we will not purchase any more advanced cruise missiles....

There are those who say that now we can turn away from the world, that we have no special role, no special place. But we are the United States of America, the leader of the West that has become the leader of the world. And as long as I am president, I will continue to lead in support of freedom everywhere, not out of arrogance, not out of altruism, but for the safety and security of our children. This is a fact: Strength in the pursuit of peace is no vice; isolationism in the pursuit of security is no virtue.

And now to our troubles at home. They're not all economic, but the primary problem is our economy. There are some good signs. Inflation, that thief, is down. And interest rates are down. But unemployment is too high, some industries are in trouble, and growth is not what it should be. Let me tell you right from the start and right from the heart, I know we're in hard times. But I know something else: This will not stand.... Now, these are the things I can do. And now, members of Congress, let me tell you what you can do for your country.¹ You must pass the other elements of my plan to meet our economic needs. Everyone knows that investment spurs recovery. I am proposing this evening a change in the alternative minimum tax and the creation of a new 15-percent investment tax allowance. This will encourage businesses to accelerate investment and bring people back to work....

¹ In President John F. Kennedy's inaugural address in 1961, he famously said, "Ask not what your country can do for you—ask what you can do for your country." The words were intended to inspire Americans to view civic action and public service as important.

I'll tell you, those of you who say, "Oh, no, someone who's comfortable may benefit from that," you kind of remind me of the old definition of the Puritan² who couldn't sleep at night, worrying that somehow, someone somewhere was out having a good time. [Laughter] The opponents of this measure and those who have authored various so-called soak-the-rich bills that are floating around this chamber should be reminded of something: When they aim at the big guy, they usually hit the little guy. And maybe it's time that stopped....

Let's be frank. Let's be frank. Let me level with you. I know and you know that my plan is unveiled in a political season. [Laughter] I know and you know that everything I propose will be viewed by some in merely partisan terms. But I ask you to know what is in my heart. And my aim is to increase our nation's good. I'm doing what I think is right, and I am proposing what I know will help.

I pride myself that I'm a prudent man, and I believe that patience is a virtue. But I understand that politics is, for some, a game and that sometimes the game is to stop all progress and then decry the lack of improvement. [Laughter] But let me tell you: Far more important than my political future and far more important than yours is the well-being of our country. Members of this chamber are practical people, and I know you won't resent some practical advice. When people put their party's fortunes, whatever the party, whatever side of this aisle, before the public good, they court defeat not only for their country but for themselves. And they will certainly deserve it....

Moods come and go, but greatness endures. Ours does. And maybe for a moment it's good to remember what, in the dailiness of our lives, we forget: We are still and ever the freest nation on Earth, the kindest nation on Earth, the strongest nation on Earth. And we have always risen to the occasion. And we are going to lift this nation out of hard times inch by inch and day by day, and those who would stop us had better step aside. Because I look at hard times, and I make this vow: This will not stand.

² Puritans were a group of Protestants that formed in the late sixteenth century. They endeavored to "purify" the Church of England of any remnants of Roman Catholicism. They became known for their strict moral and religious views and lifestyles.

GO ON TO THE NEXT PAGE.

12. In the first paragraph, what is the relationship between lines 1–7 (“Two years...to do”) and lines 9–14 (“We will...cruise missiles”)?
- (A) The first four sentences provide an overview of changes taking place, and the last three sentences elaborate on those changes.
 - (B) The first four sentences describe the former aims of the president, and the last three sentences describe the status of those aims.
 - (C) The first four sentences provide a definition of communism, and the last three sentences provide a definition of democracy.
 - (D) The first four sentences outline actions the president took in the past, and the last three sentences outline the actions he is presently taking.
 - (E) The first four sentences extol the perils of communism, and the last three sentences state what happens when communism persists.
13. Which of the following best describes the effect of the writer’s use of personification in the sentence, “Inflation, that thief, is down” (lines 27–28)?
- (A) It portrays inflation as something he can’t control.
 - (B) It portrays inflation as an international concern.
 - (C) It portrays inflation as being tied to interest rates.
 - (D) It portrays inflation as the nation’s main economic problem.
 - (E) It portrays inflation as a fictional character not to be taken seriously.
14. The speaker implies which of the following in lines 54–55 (“Let’s be...with you”)?
- (A) He’s been slightly misleading in his previous remarks.
 - (B) He’s about to say something that politicians don’t typically disclose.
 - (C) He’s struggling to get his audience’s attention.
 - (D) He’s about to express the complications of putting forth his policies.
 - (E) He’s going to explain something that will be difficult to hear.
15. Which of the following best expresses the function of the third paragraph (lines 25–41)?
- (A) It supports the writer’s statements in the second paragraph.
 - (B) It expresses challenges in order to refute them in the fourth paragraph.
 - (C) Its somber tone provides a transition to the serious subject that follows.
 - (D) Its diverting subject matter creates a suspenseful tension.
 - (E) It discusses a topic inverse to the paragraphs that come before it.
16. The primary purpose of the use of lines 33–35 (“And now...your country”) is to
- (A) compare President Kennedy’s manner of speaking to President Bush’s
 - (B) suggest that the writer was expressing the importance of civic action
 - (C) explain that members of Congress are public servants
 - (D) contrast the policies of the 1960s with those of the 1990s
 - (E) allude to President Kennedy’s famous words
17. By comparing people who disagree with tax policy to “Puritans” in lines 42–46 (“I’ll tell...good time”), the writer implies his opponents are
- (A) extremely religious
 - (B) needlessly optimistic
 - (C) excessively rigid
 - (D) openly irritable
 - (E) markedly wealthy
18. In the fifth paragraph, the writer uses “big guy” and “little guy” (lines 50–51) in order to
- (A) assuage the opinion that upper-class people are better than lower-class people
 - (B) intimidate audience members who disagree with his policies
 - (C) convey a sense of simplicity to an otherwise complex dynamic
 - (D) encourage a combative approach between the wealthy and the impoverished
 - (E) embolden everyday people to appeal to famous people for financial contributions

GO ON TO THE NEXT PAGE.

19. The writer includes the statement “I know...partisan terms” (lines 55–57) primarily in order to
- (A) persuade people that his intentions are for the good of the American people
 - (B) detract his audience from focusing on the disagreements that have long plagued Republicans and Democrats
 - (C) convince individuals not to think of politics in black-and-white terms
 - (D) admonish members of Congress for tending to disbelieve his motivations
 - (E) express the complexity of his policies and the patience that’s required to comprehend them
20. When the writer says, “But I ask...will help” (lines 57–60), he is using which of the following approaches to persuade his audience?
- (A) Reasoning and logic
 - (B) Emotion and personal character
 - (C) Facts and figures
 - (D) Moral and ethical claims
 - (E) Analysis and inference
21. The primary purpose of the statement “But I...of improvement” (lines 62–65) is to relate to the audience by expressing a commonly held idea that
- (A) some politicians complain about the problems they create
 - (B) progress is often thwarted by politicians who have ill will
 - (C) the only way to improve the country is by cunning political strategizing
 - (D) if politicians don’t allow for compromise, nothing gets accomplished
 - (E) some politicians do not take their roles seriously enough
22. The repetition in lines 76–78 (“We are...on Earth”) serves to
- (A) emphasize America’s international standing
 - (B) invoke confidence in the writer’s leadership
 - (C) inspire citizens to think about the global impact of their actions
 - (D) stress the principles that Americans value most
 - (E) accentuate the United States’ worldwide accomplishments
23. The writer primarily develops the passage by utilizing
- (A) a crescendo of dramatic personal accounts
 - (B) statements followed by supportive evidence
 - (C) a chronology of events
 - (D) a pronouncement of intentions
 - (E) an assertion of pros and cons

GO ON TO THE NEXT PAGE.

Questions 24–30 are based on the following passage.

The passage below is a draft.

(1) *Reduce, reuse, recycle.* (2) For nearly 40 years, this has been the mantra of environmentalists seeking to limit the ecological damage brought about by the accumulation of too much garbage.

(3) In 2015, Americans were responsible for producing nearly 250 million tons of trash per year.

(4) Many U.S. communities have implemented recycling initiatives to collect and reuse this trash, including curbside pickup, current recycling systems that utilize single-stream recycling and global changes in recycling processes make recycling an ineffective solution to the growing waste management problem.

(5) Single-stream recycling refers to the process of collecting all types of recycling in one container. (6) Single-stream recycling is great for consumers, who only have to toss recyclable items into one bin, rather than separate each item based on material. (7) This means that aluminum cans, cardboard boxes, and newspapers can all be tossed in together. (8) However, the utilization of single-stream recycling creates a toss-and-go mentality that increases the number of contaminated products being sent to recycling centers. (9) Contaminated products include any items with food residue, items made from mixed materials, and low-quality plastics. (10) If an unrinsed milk carton gets pitched into the same container as cardboard boxes, the boxes could become contaminated by the milk residue, giving both the milk carton and the boxes a one-way ticket to the garbage dump.

(11) To further compound the issue, the cost of recycling is on the rise. (12) This is due, in part, to foreign governments restricting the amount of recyclable materials they will import from the United States. (13) Many Americans do not realize that U.S. recyclables are not processed and remanufactured in the United States. (14) Rather, U.S. waste management companies collect recycling in the United States and then sell it to foreign countries, like China and Taiwan.

(15) In 2018, the Chinese government issued a statement that China would no longer be accepting many categories of waste, and capped contamination standards at less than 1 percent. (16) To put this cap in perspective, it is important to note that U.S. paper products have a 25 percent food contamination rate. (17) This means that, under new laws, China will not be accepting most U.S. paper waste.

24. In sentence 4 (reproduced below), which of the following versions of the underlined text most effectively transitions the reader from the introduction to the main argument of the passage?

Many U.S. communities have implemented recycling initiatives to collect and reuse this trash, including curbside pickup, current recycling systems that utilize single-stream recycling and global changes in recycling processes make recycling an ineffective solution to the growing waste management problem.

- (A) (as it is now)
 (B) curbside pickup; however, current recycling systems that utilize single-stream recycling
 (C) curbside pickup and current recycling systems that utilize single-stream recycling
 (D) curbside pickup together with current recycling systems that utilize single-stream recycling
 (E) curbside pickup, as opposed to current recycling systems that utilize single-stream recycling

25. In sentence 10 (reproduced below), which version of the underlined text best maintains the writer's tone?

If an unrinsed milk carton gets pitched into the same container as cardboard boxes, the boxes could become contaminated by the milk residue, giving both the milk carton and the boxes a one-way ticket to the garbage dump.

- (A) (as it is now)
 (B) marking both the milk carton and the boxes as disposable junk
 (C) causing both the milk carton and the boxes to be disposed of as waste
 (D) so you might as well chuck both the milk carton and the boxes into the dumpster
 (E) which means you've effectively turned your boxes and milk cartons into trash

GO ON TO THE NEXT PAGE.

26. The writer wants to add the following sentence to the second paragraph (sentences 5–10) to introduce a counterclaim.

Proponents of single-stream recycling argue that while there is an increased risk of contamination, this risk is offset by the increased number of items being recycled.

Where would the sentence best be placed?

- (A) Before sentence 5
 - (B) After sentence 6
 - (C) After sentence 7
 - (D) After sentence 9
 - (E) After sentence 10
27. In sentence 11 (reproduced below), the writer wants to provide a link between the main argument and the development of ideas within the paragraph.

To further compound the issue, the cost of recycling is on the rise.

Which of the following versions of the underlined text best achieves this purpose?

- (A) (as it is now)
 - (B) Further complicating the process of recycling is that
 - (C) As if contamination wasn't a big enough problem,
 - (D) Recycling is made more ineffective by the fact that
 - (E) Many recycling companies must contend with the reality that
28. The writer wants to add the following sentence to the third paragraph (sentences 11–14) to provide a piece of evidence.

One New Hampshire-based waste management company saw its recycling costs increase from \$6.00 per ton to over \$100.00 per ton in a matter of months.

Where would the sentence best be placed?

- (A) Before sentence 11
- (B) After sentence 11
- (C) After sentence 12
- (D) After sentence 13
- (E) After sentence 14

29. The writer wants to clarify the information in sentence 16 (reproduced below) by changing the underlined text, adjusting the punctuation, and capitalizing as needed.

To put this cap in perspective, it is important to note that U.S. paper products have a 25 percent food contamination rate.

Which of the following versions of the underlined text best achieves this goal?

- (A) (as it is now)
 - (B) U.S. paper products have, it is important to note, a food contamination rate of 25 percent.
 - (C) Americans need to understand that U.S. paper products are highly contaminated with food.
 - (D) 25 percent of all U.S. paper products placed in a recycling bin are marred by food waste or residue.
 - (E) you should know that nearly a quarter of U.S. paper products cannot be recycled due to food contamination.
30. Which of the following sentences, if placed after sentence 17, would provide the most effective conclusion to the main argument of the passage?
- (A) Because U.S. waste management companies cannot afford to process recycling in-house, most materials collected through recycling will be deposited in landfills.
 - (B) As doors continue to close on recycling, both in collection and processing, waste disposal companies must consider more effective solutions to the problem of trash.
 - (C) Some waste management groups report that because of the increase in recycling costs, it is cheaper to burn or dump items collected for recycling.
 - (D) One solution to the issue of recycling is for waste management companies to better educate consumers on the importance of sorting recyclables before disposing.
 - (E) Americans should act to eliminate waste on an individual level by using reusable containers and bottles, limiting the consumption of paper products, and buying items in bulk.

GO ON TO THE NEXT PAGE.

Questions 31–38 are based on the following passage.

The passage below is a draft.

(1) Jazz was an expression of the diverse cultural and social fabric that characterized early-twentieth-century New Orleans. (2) Ragtime, blues, marches, string orchestras, and brass bands collided in a kaleidoscope of syncopated rhythm and complex harmony.

(3) New Orleans was a city that embraced dancing, and many early jazz musicians developed their skills providing music at dance halls and social festivals. (4) The music, however, was not confined to these places. (5) Jazz great Louis Armstrong recalled that at a funeral:

“Once the band starts, everybody starts swaying from one side of the street to the other, especially those who drop in and follow the ones who have been to the funeral. These people are known as ‘the second line,’ and they may be anyone passing along the street who wants to hear the music. The spirit hits them and they follow along to see what’s happening” (Armstrong, *Satchmo: My Life in New Orleans*).

(6) The city created an environment in which young musicians could experiment with different sounds and styles while earning a living. (7) Jazz not only reflected New Orleans in function, but also in form. (8) The “improvisation which characterized New Orleans–style jazz required a delicate balance between the individual’s desire for freedom and the community’s need for order and unity” (National Park Service, “A New Orleans Jazz History, 1895–1927”). (9) Originally labeled “ungovernable” by its first governor, the citizens of New Orleans have always had a penchant for living life on their own terms.

(10) The collaborative nature of jazz music, with many different instruments playing improvisations as one, represented the diversity inherent in New Orleans culture. (11) While New Orleans was a Southern city, it was extremely multicultural in makeup. (12) People of different ethnic backgrounds lived together in neighborhoods that were largely organized by class. (13) This allowed for a rich exchange of cultural information. (14) This exchange of information is reflected in the music itself.

(15) In both form and function, jazz music owes its existence to the unique characteristics of New Orleans.

31. Which of the following sentences could the writer add before sentence 1 to most provide the most effective introduction to the passage?
- (A) While the history of musical expression is often debated, most historians and musicians agree that New Orleans is the birthplace of American jazz music.
- (B) Recognized as an inherently American art form, jazz music has roots in African American traditions dating before the Civil War.
- (C) From Mardi Gras parades to beignets in the French Quarter, New Orleans is a city that is rich in both diversity and character.
- (D) While the blues gave voice to the oppression and despair of segregation, jazz explored the effervescent possibility of freedom.
- (E) American jazz was popularized in 1917, when the Original Dixieland Jazz Band recorded the first jazz record.
32. The writer intends for the text to be read by students in an introductory music class. Which sentence, when added after sentence 1, would most effectively aid a student’s understanding?
- (A) Jazz is a form of modern American music that was created by African American musicians and is characterized by unique rhythms and improvisation.
- (B) A lone trumpet calls out in the night, its syncopated notes echoed by a trombone that is soon joined by bass and a piano.
- (C) From football to fast food, there are things that are quintessentially American; but perhaps none so much as jazz music.
- (D) New Orleans developed along the Mississippi River as a trading port for French fur trappers and was later home to major shipping industries.
- (E) The Mississippi River is the lifeblood of New Orleans, ferrying goods and people over the years to build a one-of-a-kind city.

GO ON TO THE NEXT PAGE.

33. In sentence 2 (reproduced below), the writer is considering deleting the underlined text.

Ragtime, blues, marches, string orchestras, and brass bands collided in a kaleidoscope of syncopated rhythm and complex harmony.

Should the writer keep or delete the underlined text?

- (A) Keep it because it provides a description of the diverse “cultural and social fabric” that enabled the creation of jazz.
- (B) Keep it because it supports the audience’s perspective that New Orleans is a colorful city.
- (C) Keep it because it provides a contrast to how American music changed throughout the twentieth century.
- (D) Delete it because it changes the tone of the sentence from being philosophical to absurd.
- (E) Delete it because it introduces a counterclaim before the main argument is presented.
34. The writer wants to modify sentence 3 (reproduced below) in order to introduce an argument that can be supported by the evidence within the paragraph.

New Orleans was a city that embraced dancing, and many early jazz musicians developed their skills providing music at dance halls and social festivals.

Which of the following versions of the underlined text best accomplishes this goal?

- (A) (as it is now)
- (B) jazz musicians were eager to provide music that kept people dancing at both dance halls and social festivals
- (C) people there were eager to explore new forms of dancing that were accompanied by new musical forms
- (D) dance halls and social festivals provided a space to indulge in the freedom of dancing
- (E) the festive culture of the city precipitated a change in the function of music that found expression in early jazz songs

35. The writer wants to add more information after sentence 6 to support the main argument. All of the following pieces of evidence help achieve this purpose EXCEPT which one?

- (A) A biographical sketch of early jazz musicians in New Orleans that chronicles how their careers developed
- (B) An article published on a university website that describes the music scene in New Orleans in the early twentieth century
- (C) A blog post on a Louisiana tourism website that highlights popular New Orleans music clubs
- (D) A transcript of an interview with an early jazz pioneer about experimenting with style while playing in New Orleans
- (E) A documentary film tracing the evolution of jazz music from its early days in New Orleans to contemporary jazz greats

36. The writer wants to add the following sentence to paragraph 4 (sentences 6–9) to more effectively explain the relationship between jazz form and New Orleans.

Jazz, in its purest form, is ungovernable by the rules of traditional music, focusing on improvisation and syncopation rather than structured notes and beats.

Where would the sentence be most effective?

- (A) Before sentence 6
- (B) After sentence 6
- (C) After sentence 7
- (D) After sentence 8
- (E) The sentence would not be effective in the paragraph.

GO ON TO THE NEXT PAGE.

37. The writer is considering modifying sentence 10 (reproduced below) to eliminate the underlined parenthetical phrase.

The collaborative nature of jazz music, with many different instruments playing improvisations as one, represented the diversity inherent in New Orleans culture.

Should the writer eliminate the underlined text?

- (A) Yes, because it interrupts the argument that jazz collaborations represent New Orleans culture.
- (B) Yes, because it is an unnecessary detail that does not add meaning to the sentence.
- (C) Yes, because it inappropriately shifts from past tense to present perfect tense.
- (D) No, because it provides a description of improvisation that might aid understanding.
- (E) No, because it is an interesting detail that some readers might enjoy learning.

38. In sentence 11 (reproduced below), the writer wants to more effectively illustrate the uniqueness of New Orleans in regard to population demographics.

While New Orleans was a Southern city, it was extremely multicultural in makeup.

Which version of the underlined text best accomplishes this goal?

- (A) (as it is now)
- (B) part of the segregated South, its citizens were ethnically diverse
- (C) a very Southern city, its population was more multicultural
- (D) a Southern city geographically, many citizens came from the North
- (E) in the South, the musical influences came from across the globe

GO ON TO THE NEXT PAGE.

Questions 39–45 are based on the following passage.

The passage below is a draft.

(1) Gabriela Sosa sits with a group of elementary aged students under the shade of a banana tree in rural Honduras. (2) A recent high school graduate, Gabriela is volunteering for a literacy program in Honduras as part of her gap year experience between high school and college. (3) “Gap year” is the phrase used to denote the period of time taken by students between graduating high school and beginning college. (4) The concept is gaining popularity and can be beneficial for students if implemented correctly.

(5) Motivation is the key when considering the pros of a gap year. (6) Students who have a clear plan to accomplish something are more likely to benefit from a gap year than those who simply want a break from school. (7) Studies show that when students take a gap year to accomplish a specific goal, they are more likely to return to college focused on academics. (8) This renewed focus helps them earn higher grade point averages and graduate on time.

(9) Another benefit of the gap year is the emotional maturation of students. (10) With six-year college completion rates hovering at about 60 percent, it is obvious that many students who attempt a college degree are not equipped to complete it in a timely manner. (11) A gap year provides the opportunity for students to explore career options and ultimately find a degree program that meets their career goals.

(12) A gap year is not for every student. (13) However, with intentionality, a gap year can be a positive learning experience for many.

39. In sentence 1 (reproduced below), the writer is considering deleting the underlined text.

Gabriela Sosa sits with a group of elementary aged students under the shade of a banana tree in rural Honduras.

Should the writer keep or delete the underlined text?

- (A) Keep it because it establishes context and provides a description that clarifies the purpose of a gap year.
- (B) Keep it because it helps audiences in developing nations see that an education is possible.
- (C) Keep it because it establishes an uplifting and optimistic tone that will appeal to readers.
- (D) Delete it because it is contrary to the writer’s purpose and detracts from the main argument.
- (E) Delete it because there is no supporting evidence to defend the claim suggested in the sentence.

40. In sentence 4 (reproduced below), which version of the underlined text best clarifies the writer’s purpose?

The concept is gaining popularity and can be beneficial for students if implemented correctly.

- (A) (as it is now)
 - (B) but is not useful for students who want to graduate with honors
 - (C) yet teaches irresponsibility and self-centered behavior
 - (D) even though it has been in existence since the 1800s
 - (E) as students around the United States seek alternatives to college
41. The writer wants to revise the underlined text in sentence 5 (reproduced below) to more effectively emphasize the main argument.
- Motivation is the key when considering the pros of a gap year.*
- Which change best achieves this goal?
- (A) implications
 - (B) drawbacks
 - (C) appeal
 - (D) efficacy
 - (E) criticisms

GO ON TO THE NEXT PAGE.

42. The writer wants to add the following quote to the second paragraph (sentences 5–8) to build support for the main argument.
- “Almost anything can make a gap year rewarding, say experts, so long as the time is well planned”*
(Torpey, “Gap Year: Time Off With a Plan, BLS. <https://www.bls.gov/careeroutlook/2009/fall/art04.pdf>).
- Where would this quote be most effective?
- (A) Before sentence 5
 - (B) After sentence 5
 - (C) After sentence 6
 - (D) After sentence 7
 - (E) After sentence 8
43. The writer wants to add a word or phrase at the beginning of sentence 11 (reproduced below), adjusting the capitalization as needed, to more effectively connect the ideas in sentence 11 to sentence 10.
- A gap year provides the opportunity for students to explore career options and ultimately find a degree program that meets their career goals.*
- Which of the following words or phrases best accomplishes this goal?
- (A) For example,
 - (B) Instead,
 - (C) Likewise,
 - (D) In addition,
 - (E) Also,
44. The writer wants to make a comparison in the third paragraph (sentences 9–11) to aid the reader’s understanding of the main argument. Which comparison would most effectively achieve this goal?
- (A) Similar to newborn puppies, many high school graduates are completely dependent on the adults in their lives.
 - (B) College is a journey and, as with any journey, one must make preparations in advance.
 - (C) Like the protagonist in a coming-of-age novel, students emerge from a gap year with new insight into life and self.
 - (D) Many students graduate from high school with a limited understanding of who they are and what they want from life.
 - (E) Students should be careful, however, as it is possible to waste the opportunity of a gap year by acting like it’s a long vacation.
45. In the fourth paragraph (sentences 12–13), the writer wants to expand on the claim that a gap year is not for every student. Which of the following pieces of evidence would best achieve this goal?
- (A) Some students note that it can be difficult to return to school and find that your peers have moved on in their educational pursuits, while you are a year behind.
 - (B) Although, almost 90 percent of students who take a gap year attest to its educational benefits.
 - (C) There are some students who just do not have the self-discipline to use the gap year appropriately.
 - (D) Many top-ranking colleges and universities support the idea of a gap year for students and assist them in making the most of it.
 - (E) Students should talk to a college advisor before determining whether or not to take a gap year.

END OF SECTION I

ENGLISH LANGUAGE AND COMPOSITION

SECTION II

Time—2 hours, 15 minutes

Question 1

Suggested reading and writing time—55 minutes.

It is suggested that you spend 15 minutes reading the question, analyzing and evaluating the sources, and 40 minutes writing your response.

Note: You may begin writing your response before the reading period is over.

(This question counts for one-third of the total essay section score.)

The Electoral College is a process that determines the United States presidential election. The candidate with the majority of electoral votes wins. Each state, including the District of Columbia, is designated with a number of electoral votes proportionate to the state's population. However, it's possible that a candidate can win the majority of electoral votes, but lose the national popular vote, as was the case in the 2016 presidential election. As a result, some individuals believe that the Electoral College system should be eliminated, and presidential elections should instead be decided by the actual number of citizen votes cast nationwide. Others believe the Electoral College continues to be the most effective process.

Carefully read the **seven sources**, including the introductory information for each source. Write an essay that synthesizes material from at least three of the sources and develops your position on the question: Should the Electoral College be abolished and replaced by the national popular vote?

Source A (*USA Today*)

Source B (Posner)

Source C (Desilver)

Source D (NARA)

Source E (*New York Times*)

Source F (Amar)

Source G (Ramirez)

In your response you should do the following:

- Respond to the prompt with a thesis that presents a defensible position.
- Select and use evidence from at least 3 of the provided sources to support your line of reasoning. Indicate clearly the sources used through direct quotation, paraphrase, or summary. Sources may be cited as Source A, Source B, etc., or by using the description in parentheses.
- Explain how the evidence supports your line of reasoning.
- Use appropriate grammar and punctuation in communicating your argument.

GO ON TO THE NEXT PAGE.

Source A

USA Today Editorial Board. “Keep the Electoral College: Our View.” *USA Today*. November 11, 2016.

The following article is excerpted from an article published by a major news and information newspaper.

A national popular vote would bring its own set of problems.

With Hillary Clinton more than 300,000 votes ahead of President-elect Donald Trump in the popular vote count as of Thursday, calls have already begun to ditch the Electoral College system enshrined in the Constitution for choosing presidents.

If Clinton’s lead holds, she would be the second contender in modern times—joining fellow Democrat Al Gore in 2000—to win the popular vote but lose the White House by failing to amass the 270 electoral votes needed to capture it.

Filmmaker and progressive activist Michael Moore colorfully summed up Democratic feelings about Trump’s victory: “The only reason he’s president is because of an arcane, insane 18th century idea called the Electoral College.”

But those clamoring to dump the system cobbled together by the nation’s Founders—which gives each state as many electoral votes as it has members of Congress—should be careful what they wish for. Adopting a national popular vote would trade one set of problems for another.

Electoral College opponents argue that the system pushes candidates to ignore states that Republicans or Democrats consider sure things and focus on a dozen battleground states during the campaigns. But Tuesday’s election showed that the Electoral College map is more fluid than many people believed. Pennsylvania and Wisconsin, considered reliably Democratic, swung Republican.

If the national popular vote were the ultimate decider, candidates would gravitate toward the voter-rich big cities and their suburbs and ignore everyone else. If candidates felt obliged to blanket the entire country with visits and advertising, it would set off a scramble for even more campaign money, leaving candidates more beholden to special interests.

A popular vote contest involving multiple candidates could produce a winner with, say, only 35% of the vote, provoking an outcry to create a runoff process involving the top two vote-getters. And if the U.S. popular vote were so close that a nationwide recount were needed, the process could turn into a nightmare dwarfing the Florida fiasco of 2000.

For those seeking change, there are two avenues: Amend the Constitution, which is extraordinarily difficult, or do an end run around the Constitution, which a group called National Popular Vote has been trying. The group seeks to pass state laws mandating that the states’ electoral votes be cast for whoever wins the U.S. popular vote. Ten states and Washington, D.C., representing 165 electoral votes, have signed on, and it has been most popular in states with Democrat-controlled legislatures. The compact would take effect when it’s ratified by states representing at least 270 electoral votes.

This scheme sounds clever, but dig down and you find problems. Imagine for a moment what would happen when New Yorkers, reliably Democratic in presidential elections, learned that their legislature was casting all its electoral votes for a Republican candidate because he or she won the popular vote. Uproar is too modest a word.

The current system is far from ideal, and one idea worth considering is to shift away from winner-take-all in each state to a proportional allocation of electors based on statewide vote totals. But any change to a system that has generally served the nation well for more than two centuries should be both bipartisan and carefully considered. . . .

GO ON TO THE NEXT PAGE.

Source B

Richard A. Posner. "In Defense of the Electoral College."
Slate.com. November 12, 2012.

The following is excerpted from an article published on a general interest daily magazine website.

There are five reasons for retaining the Electoral College despite its lack of democratic pedigree; all are practical reasons, not liberal or conservative reasons.

1) Certainty of Outcome

A dispute over the outcome of an Electoral College vote is possible—it happened in 2000—but it's less likely than a dispute over the popular vote. The reason is that the winning candidate's share of the Electoral College invariably exceeds his share of the popular vote. In last week's election, for example, Obama received 61.7 percent of the electoral vote compared to only 51.3 percent of the popular votes cast for him and Romney. (I ignore the scattering of votes not counted for either candidate.) Because almost all states award electoral votes on a winner-take-all basis, even a very slight plurality in a state creates a landslide electoral-vote victory in that state. A tie in the nationwide electoral vote is possible because the total number of votes—538—is an even number, but it is highly unlikely. . . .

2) Everyone's President

The Electoral College requires a presidential candidate to have transregional appeal. No region (South, Northeast, etc.) has enough electoral votes to elect a president. So a solid regional favorite, such as Romney was in the South, has no incentive to campaign heavily in those states, for he gains no electoral votes by increasing his plurality in states that he knows he will win. This is a desirable result because a candidate with only regional appeal is unlikely to be a successful president. The residents of the other regions are likely to feel disfranchised—to feel that their votes do not count, that the new president will have no regard for their interests, that he really isn't their president.

3) Swing States

The winner-take-all method of awarding electoral votes induces the candidates—as we saw in last week's election—to focus their campaign efforts on the toss-up states; that follows directly from the candidates' lack of inducement to campaign in states they are sure to win. Voters in toss-up states are more likely to pay close attention to the campaign—to really *listen* to the competing candidates—knowing that they are going to decide the election. They are likely to be the most thoughtful voters, on average (and for the further reason that they will have received the most information and attention from the candidates), and the most thoughtful voters should be the ones to decide the election.

4) Big States

The Electoral College restores some of the weight in the political balance that large states (by population) lose by virtue of the mal-apportionment of the Senate decreed in the Constitution. This may seem paradoxical, given that electoral votes are weighted in favor of less populous states. Wyoming, the least populous state, contains only about one-sixth of 1 percent of the U.S. population, but its three electors (of whom two are awarded only because Wyoming has two senators like every other state) give it slightly more than one-half of 1 percent of total electoral votes. But winner-take-all makes a slight increase in the popular vote have a much bigger electoral-vote payoff in a large state than in a small one. The popular vote was very close in Florida; nevertheless Obama, who won that vote, got 29 electoral votes. A victory by the same margin in Wyoming would net the winner only 3 electoral votes. So, other things being equal, a large state gets more attention from presidential candidates in a campaign than a small state does. And since presidents and senators are often presidential candidates, large states are likely to get additional consideration in appropriations and appointments from presidents and senators before as well as during campaigns, offsetting to some extent the effects of the malapportioned Senate on the political influence of less populous states.

GO ON TO THE NEXT PAGE.

5) Avoid Run-Off Elections

The Electoral College avoids the problem of elections in which no candidate receives a majority of the votes cast. For example, Nixon in 1968 and Clinton in 1992 both had only a 43 percent plurality of the popular votes, while winning a majority in the Electoral College (301 and 370 electoral votes, respectively). There is pressure for run-off elections when no candidate wins a majority of the votes cast; that pressure, which would greatly complicate the presidential election process, is reduced by the Electoral College, which invariably produces a clear winner.

Against these reasons to retain the Electoral College the argument that it is undemocratic falls flat. No form of representative democracy, as distinct from direct democracy, is or aspires to be perfectly democratic. Certainly not our federal government. In the entire executive and judicial branches, only two officials are elected—the president and vice president. All the rest are appointed—federal Article III judges for life. . . .

GO ON TO THE NEXT PAGE.

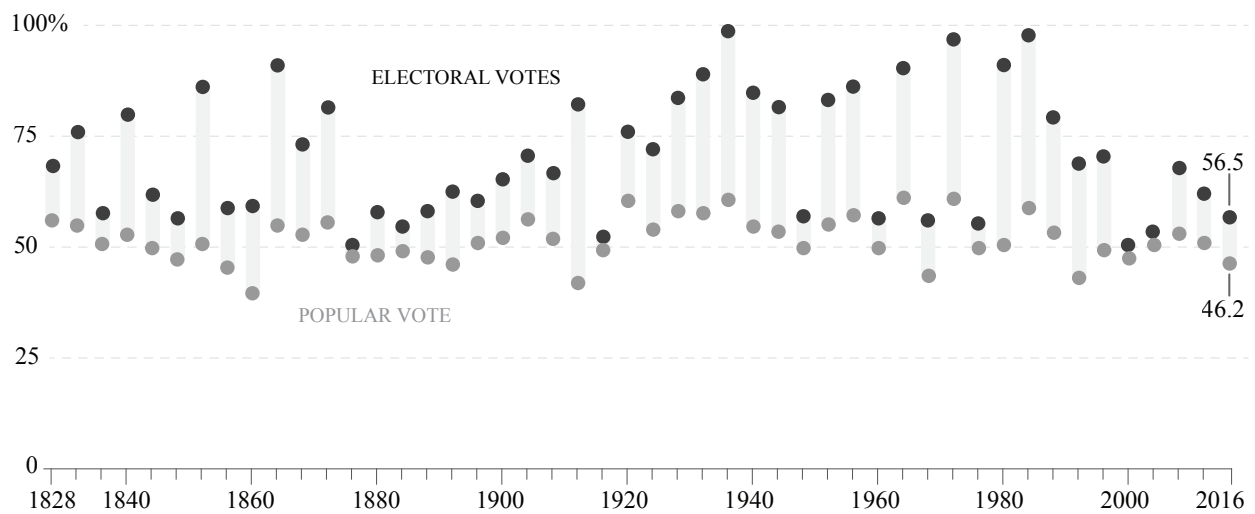
Source C

Drew Desilver. “Trump’s Victory Another Example of How Electoral College Wins Are Bigger Than Popular Vote Ones.” *PewResearch.org*. December 20, 2016.

The following graphic was created by a nonpartisan think tank website that reports on worldwide issues, attitudes, and trends.

The Electoral College can magnify a win into a landslide

President-elect’s share of electoral and popular votes



GO ON TO THE NEXT PAGE.

Source D

National Archives and Records Administration (NARA).
“What is the Electoral College?” *Archives.gov*.

The following is drawn from an entry published on a U.S. government website that keeps record of the nation's important legal and historical documents and materials.

- Established in the Constitution as a compromise between election of the President by a vote in Congress and popular vote of qualified citizens
- Electors
 - 538 total electors
 - equivalent to number of Congress members for each state
 - one for each member in the House of Representatives and two for state's Senators
 - each presidential candidate has a group of electors
 - chosen by the candidate's political party
 - citizens' presidential vote, by default, votes for candidate's electors
- Process
 - electors selected for each candidate running for president
 - generally selected by candidate's political party
 - citizens vote
 - (for most states) all electors awarded to the winning presidential candidate
 - candidate with majority of 270 electoral votes wins
 - governors prepare Certificate of Ascertainment
 - lists all presidential candidates in state and respective electors
 - declares winning presidential candidate
 - shows electors' representation in each state
 - Certificate of Ascertainment sent to Congress and National Archives
 - electors meet in respective states and cast votes
 - electors prepare record of vote in Certificate of Vote
 - Certificate of Vote sent to Congress and National Archives
 - electoral votes counted in joint session of Congress
 - House and Senate members conduct official tally
 - Vice President presides over count and announces result
 - President-Elect takes oath of office and is sworn in on January 20th

GO ON TO THE NEXT PAGE.

Source E

The New York Times Editorial Board. “Let the People Pick the President.” *The New York Times*. November 7, 2017.

The following is excerpted from an article published in a major United States newspaper.

Decades of polling have found that Americans of all stripes would prefer that the president be chosen directly by the people and not by 538 party functionaries six weeks after Election Day. . . .

The existing winner-take-all system, which awards all of a state’s electoral votes to the popular-vote winner in that state, no matter how close the race, is deeply anti-democratic. It treats tens of millions of Americans—from Republicans in Boston to Democrats in Biloxi—as if their voices don’t matter.

Defenders of the Electoral College argue that it was created to protect the interests of smaller states, whose voters would otherwise be overwhelmed by the much larger populations living in urban areas along the coasts. That’s wrong as a matter of history: The framers of the Constitution were concerned primarily with ensuring that the president wasn’t selected by uneducated commoners. The electors were meant to be a deliberative body of intelligent, well-informed men who would be immune to corruption. (The arrangement was also a gift to the Southern states, with their large, unenfranchised populations of slaves.)

But regardless of its original intent, the Electoral College today is . . . a disaster for a democracy. Modern presidential campaigns ignore almost all states, large and small alike, in favor of a handful that are closely divided between Republicans and Democrats—and even within those states, they focus on a few key regions. In 2016, two-thirds of all public campaign events were held in just six states: Michigan, Ohio, Florida, Pennsylvania, Virginia, and North Carolina; toss in six more and you’ve got 94 percent of all campaign events. . . .

This may be smart campaigning, but it’s terrible for the rest of the country, which is rendered effectively invisible, distorting our politics, our policy debates, and even the distribution of federal funds. Candidates focus their platforms on the concerns of battleground states, and presidents who want to stay in office make sure to lavish attention, and money, on the same places. The emphasis on a small number of states also increases the risk to our national security, by creating an easy target for hackers who want to influence the outcome of an election. Perhaps most important, voters outside of swing states know their votes are devalued, if not worthless, and they behave accordingly. In 2012, 64 percent of swing-state voters showed up, compared with 57 percent everywhere else, a pattern that persisted in 2016. What better way to get more voters to register and go to the polls than to ensure that everyone’s vote is weighed equally?

The Electoral College has been the subject of more amendment efforts—595 as of 2004—than any other part of the Constitution. But amending the Constitution is a heavy lift. A quicker and more realistic fix is the National Popular Vote Interstate Compact, under which states agree to award all of their electoral votes to the winner of the national popular vote. The agreement kicks in as soon as states representing a total of 270 electoral votes sign on, ensuring that the popular vote will always pick the president. So far, 10 states and the District of Columbia have joined, representing 165 electoral votes. . . .

This problem isn’t going away; if anything it’s going to get worse as Americans continue to cluster. Half the population now lives in just nine states. . . .

GO ON TO THE NEXT PAGE.

Source F

Akhil Reed Amar. “The Troubling Reason the Electoral College Exists.” *Time*. November 26, 2018.

The following is excerpted from an article published in a major news magazine.

Some claim that the founding fathers chose the Electoral College over direct election in order to balance the interests of high-population and low-population states. But the deepest political divisions in America have always run not between big and small states, but between the North and the South, and between the coasts and the interior.

One Founding-era argument for the Electoral College stemmed from the fact that ordinary Americans across a vast continent would lack sufficient information to choose directly and intelligently among leading presidential candidates.

This objection rang true in the 1780s, when life was far more local. But the early emergence of national presidential parties rendered the objection obsolete by linking presidential candidates to slates of local candidates and national platforms, which explained to voters who stood for what.

Although the Philadelphia framers did not anticipate the rise of a system of national presidential parties, the 12th Amendment—proposed in 1803 and ratified a year later—*was* framed with such a party system in mind, in the aftermath of the election of 1800–01. . . .

The 12th Amendment . . . allowed each party to designate one candidate for president and a separate candidate for vice president. The amendment’s modifications of the electoral process transformed the Framers’ framework, enabling future presidential elections to be openly populist and partisan affairs featuring two competing tickets. It is the 12th Amendment’s Electoral College system, not the Philadelphia Framers’, that remains in place today. If the general citizenry’s lack of knowledge had been the real reason for the Electoral College, this problem was largely solved by 1800. So why wasn’t the entire Electoral College contraption scrapped at that point?

Standard civics-class accounts of the Electoral College rarely mention the real demon dooming direct national election in 1787 and 1803: slavery. . . .

Visionary Pennsylvanian James Wilson proposed [a] direct national election of the president. But the savvy Virginian James Madison responded that such a system would prove unacceptable to the South: “The right of suffrage was much more diffusive [i.e., extensive] in the Northern than the Southern States; and the latter could have no influence in the election on the score of Negroes.” In other words, in a direct election system, the North would outnumber the South, whose many slaves (more than half a million in all) of course could not vote. But the Electoral College—a prototype of which Madison proposed in this same speech—instead let each southern state count its slaves, albeit with a two-fifths discount, in computing its share of the overall count. . . . Were a slave state to free any blacks who then moved North, the state could actually lose electoral votes.

If the system’s pro-slavery tilt was not overwhelmingly obvious when the Constitution was ratified, it quickly became so. For 32 of the Constitution’s first 36 years, a white slaveholding Virginian occupied the presidency.

The 1796 contest between Adams and Jefferson had featured an even sharper division between northern states and southern states. Thus, at the time the Twelfth Amendment tinkered with the Electoral College system rather than tossing it, the system’s pro-slavery bias was hardly a secret. . . . [But] once again, the North caved to the South by refusing to insist on direct national election.

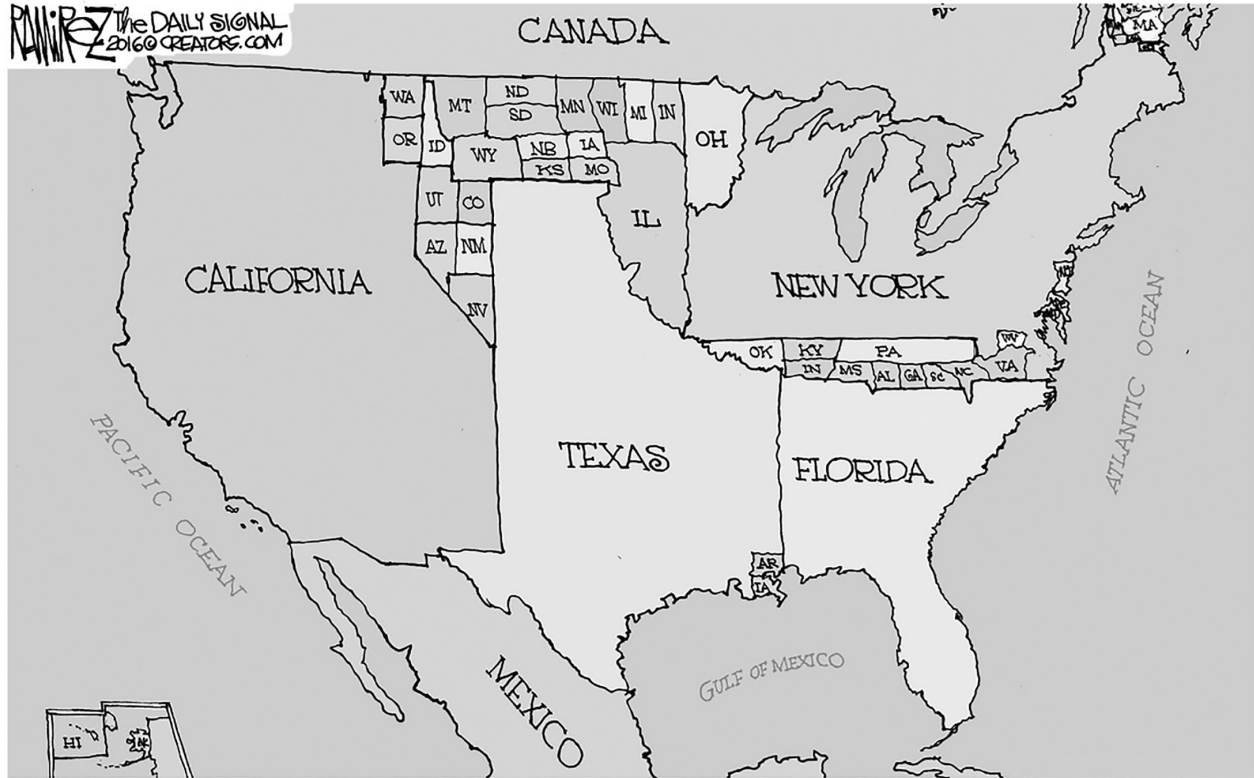
In light of this more complete (if less flattering) account of the electoral college in the late 18th and early 19th century, Americans should ask themselves whether we want to maintain this odd—dare I say peculiar?—institution in the 21st century.

GO ON TO THE NEXT PAGE.

Source G

Michael Ramirez. “The US Election without the Electoral College.” *The Daily Signal*. November 19, 2016.

The following political cartoon was published on a political journalism website.



THE US ELECTION WITHOUT THE ELECTORAL COLLEGE

GO ON TO THE NEXT PAGE.

Question 2

Suggested time: 40 minutes

(This question counts for one-third of the total essay section score.)

In 1899 African American residents of Massachusetts wrote to President McKinley regarding the injustices made against them. The passage below is an excerpt from that letter. Read the passage carefully. Write an essay that analyzes the rhetorical choices the residents make to convey their demand to the president.

In your response you should do the following:

- Respond to the prompt with a thesis that analyzes the writer’s rhetorical choices.
- Select and use evidence to support your line of reasoning.
- Explain the relationship between the evidence and your thesis.
- Demonstrate an understanding of the rhetorical situation.
- Use appropriate grammar and punctuation in communicating your argument.

Sir:—

We, colored people of Massachusetts in mass meeting assembled to consider our oppressions and the state of the country relative to the same, have resolved to address ourselves to you in an open letter, notwithstanding your extraordinary, your incomprehensible silence on the subject of our wrongs in your annual and other messages to Congress, as in your public utterances to the country at large. We address ourselves to you, sir, not as suppliants, but as of right, as American citizens, whose servant you are, and to whom you are bound to listen, and for whom you are equally bound to speak, and upon occasion to act, as for any other body of your fellow-countrymen in like circumstances. . . . We ask for the free and full exercise of all the rights of American freemen, guaranteed to us by the Constitution and laws of the Union, which you were solemnly sworn to obey and execute. . . . These rights are everywhere throughout the South denied to us, violently wrested from us by mobs, by lawless legislatures, and nullifying conventions, combinations, and conspiracies, openly, defiantly, under your eyes, in your constructive and actual presence. And we demand, which is a part of our rights, protection, security in our life, our liberty, and in the pursuit of our individual and social happiness under a government, which we are bound to defend in war, and which is equally bound to furnish us in peace protection, at home and abroad.

We have suffered, sir,—God knows how much we have suffered!—since your accession to office, . . . Why? we ask. Is it because we are black and weak and despised? Are you silent because without any fault of our own we were enslaved and held for more than two centuries in cruel bondage by your forefathers? . . . Had, eighteen months ago, the Cuban revolution to throw off the yoke of Spain, or the attempt of Spain to subdue the Cuban rebellion, any federal aspect? We believe that you and the Congress of the United States thought that they had, and therefore used, finally, the armed force of the nation to expel Spain from that island. Why? Was it because “the people of the Island of Cuba are, and of right ought to be free and independent?” You and the Congress said as much, . . . Where there is a will among constitutional lawyers and rulers, Mr. President, there is ever a way; but where there is no will, there is no way. . . . Do the colored people of the United States deserve equal consideration with the Cuban people at the hands of your administration, and shall they, though late, receive it? If, sir, you have the disposition, as we know that you have the power, we are confident that you will be able to find a constitutional way to reach us in our extremity, and our enemies also, who are likewise enemies to great public interests and national tranquility.

GO ON TO THE NEXT PAGE.

Question 3**Suggested time: 40 minutes**

(This question counts for one-third of the total essay section score.)

People, companies, and governments throughout the world are now interacting and integrating more than ever. This multifaceted phenomenon, called “globalization,” continues to grow due to advancements in transportation and communication technologies. It results in a widespread exchange of international trade, ideas, and culture. Former UN Secretary-General, Kofi Annan, speaks of the importance of the global market reflecting broadly shared values and practices and social needs. However, German engineer and economist Klaus Schwab concedes that globalization increases the discord among social classes, which begs the question, “Is globalization ultimately good for the world?”

Write an essay that argues your position on whether globalization—sharing economies, ideas, and cultures—is ultimately good for the world.

In your response you should do the following:

- Respond to the prompt with a thesis that presents a defensible position.
- Provide evidence to support your line of reasoning.
- Explain how the evidence supports your line of reasoning.
- Use appropriate grammar and punctuation in communicating your argument.

STOP**END OF EXAM**



AP[®] ENGLISH LANGUAGE & COMPOSITION

PRACTICE TEST 1 Answers and Explanations

ANSWER KEY

| | | | | |
|------|-------|-------|-------|-------|
| 1. B | 10. C | 19. A | 28. B | 37. D |
| 2. A | 11. B | 20. B | 29. D | 38. B |
| 3. E | 12. A | 21. A | 30. B | 39. A |
| 4. C | 13. A | 22. A | 31. A | 40. A |
| 5. D | 14. D | 23. D | 32. A | 41. D |
| 6. D | 15. E | 24. B | 33. A | 42. C |
| 7. B | 16. E | 25. C | 34. E | 43. B |
| 8. A | 17. C | 26. C | 35. C | 44. C |
| 9. E | 18. C | 27. D | 36. D | 45. A |

EXPLANATIONS

SECTION 1: Multiple-Choice Questions

- B** The writer uses a rather long and complex sentence structure in order to persuade readers to believe the claims she is trying to make. In order to express her thoughts clearly, while also having them build upon one another within one sentence, she uses punctuation strategically. Choice (C) can be eliminated most easily, because there is only one independent clause in the sentence. Eliminate (E) as well. The preceding dependent clauses, which all start with “if,” are not contrasted with the dependent clause that comes after the em-dash—quite the contrary. Don’t be distracted by (A). Em-dashes are often used to interject a thought that is one step away from the writer’s current thought, but that’s not how the writer is using the punctuation mark in this instance. Likewise, be careful of (D). The writer does repeat herself by using the word “if,” but the em-dash doesn’t serve to break up that repetition. Therefore, (B) is the correct answer. The writer uses an em-dash to sum up the details that the preceding dependent clauses express: that she is an optimist.
- A** The first half of this sentence talks about sinners who are able to proclaim that God is good. The second half talks about the writer, an “afflicted” person who’s blind and deaf and able to proclaim that life is good. The question asks what effect the writer intended to give readers by noting the similarities between herself and sinners. Choice (B) can be eliminated most easily, because it’s not clear whether the writer attends church or not. Eliminate (C) as well, because the writer never states that she’s felt the punishment of God, nor could she assume that of readers. Choice (E) can also be eliminated. Although the writer clearly aims to persuade people to be happy, the primary effect of these lines is not to express where happiness comes from. Watch out for (D). While this sentence describes sinners as standing up to testify and the writer as rising up “in gladness” to testify, the effect of the lines is not to engage readers who express themselves with conviction; that would be too small a pool of readers. Instead the writer surely aims to engage all readers. Therefore, (A) is the correct answer. The writer knows readers have experiences with both sinning and affliction, as all humans do. She includes these details to encourage them to relate personally to what she is expressing.
- E** Reread the lines and analyze the writer’s sentence structure. She uses four sentences that begin either with “once” or “now.” Choice (D) can be eliminated most easily. Although the writer is talking about events that took place in the past and present, the sequence is not complicated, but quite simple: before and after. Eliminate (C) as well. The writer does use first-person narration, but she doesn’t employ it in order to draw comparisons. Watch out for (B). Although the writer does use repetition, and it might contribute to a poetic tone, the *primary* reason she uses this particular sentence structure was not to produce lyricism. Therefore, (E) is the correct answer. The writer primarily uses this sentence structure to clearly convey to readers the stark contrast between her past, which was full of darkness and fear, and her present, which is full of light and hope.

4. **C** In these lines, the writer is referring to a very famous proverb (“you reap what you sow,” which literally means “you gather what you plant”) to express with figurative language her argument that future consequences are invariably shaped by present actions. Choice (D) can be eliminated most easily. Although the writer uses the metaphor of farming in these lines (“till my own field”), she’s not extolling the virtues of nature. Eliminate (A) as well. The writer would agree with this statement, but she is saying something more specific here. Choice (B) can also be eliminated. The relationship productivity has to happiness is discussed elsewhere in the passage, not in these lines. Be careful of (E). The writer is touching on the role of one’s own will in forming one’s own optimism, but she’s not saying that you need to fake happiness to become happy. Therefore, the correct answer is (C). She strategically uses the word “unless” to say that you must act optimistically in order to obtain happiness, even though the world is sown with good.
5. **D** In the sixth paragraph, the writer states the importance of evil in obtaining happiness by expressing her personal experience with evil. Choice (A) can be eliminated most easily. The writer doesn’t provide an example of evil; she provides a description of the effects of evil. Choice (B) can also be eliminated. The writer states she has “wrestled” with evil “once or twice”—not that it is ubiquitous in life. Eliminate (C) as well. The writer expresses that evil deeds can bring silver linings, or positive outcomes that allay the negative. But this is different than stating that good deeds can be fronts for bad deeds. Don’t be distracted by (E). The writer does speak of evil in terms of its positive effects, but she doesn’t contrast evil and good. Therefore, (D) is the correct answer. The writer expresses the primary role of evil by describing the advantages that evil actions can bring about. She says evil is a “great blessing” that “makes us strong, patient, helpful men and women.”
6. **D** This question asks you to ascertain the relationship between the two paragraphs. They create a sense of unity and coherence in that the topic of both paragraphs is about the role that evil plays. Choice (A) can be eliminated most easily, because the opposite is true: the fifth paragraph makes general statements about evil and the sixth paragraph offers more specific remarks. Choice (B) can also be eliminated. Although the writer uses “I” in the sixth paragraph and not in the fifth, both paragraphs still use first-person narration. Eliminate (E) as well. The sixth paragraph refers to an incident in the writer’s past, but otherwise both paragraphs are grounded in the present. Watch out for (C). The fifth paragraph sounds objective because the writer is not using the pronoun “I” as she does in the sixth paragraph, but that doesn’t mean she’s speaking from an objective perspective. The entire passage is subjective: it comprises her thoughts from her unique, personal point of view. Therefore, the correct answer is (D). The fifth paragraph provides an overview of the role of evil, and the sixth paragraph is logically linked to the previous because it provides details that illustrate that overview.
7. **B** The writer uses the metaphor of “cloud-castles” in the context of the American Revolution. She describes the “dreamers of the Revolution” who created “cloud-castles of happiness” and then “turned pessimists” when “the inevitable winds rent the castles asunder,” meaning when the unavoidable winds blew the castles down. The word inevitable is key in translating this metaphor, as is the notion of a castle made out of clouds. Clouds are particles of water suspended in the air. You can’t touch or hold a cloud, and it’s always transitioning into its next shape. Choice (D) can be eliminated most easily. A cloud can be peaceful—but a cloud can also be menacing, such as a storm cloud. Eliminate (C) as well. Although the writer does portray these particular revolutionaries negatively, the cloud-castles are not an allusion to their inexcusable actions. Choice (E) might distract you, because the revolutionaries did have ideals that they were fighting for and that they wanted to have as the basis of the colonies. However, that’s not what the cloud-castles represent. Choice (A) might also distract you, because clouds can be used to portray something that’s empty or insubstantial as they are merely particles of water, but the writer is not saying that revolutionaries’ efforts were empty. Therefore, the correct answer is (B). The writer uses the metaphor “cloud-castles” to describe the unrealistic notions the revolutionaries had about America. They imagined that the United States would be a perfect country, but no country can be perfect.
8. **A** The footnotes provide helpful information to answer this question. The writer also supersedes their names with the adjective *ineffectual* and puts them in the same category as revolutionaries “who built cloud-castles of happiness”—unrealistic ideas of happiness that inevitably fell apart. Choice (B) can be eliminated most easily, because the footnotes explain that Endymion, Alastor, and Werther are not revolutionaries or even real people. Choice (D) can be eliminated as well. The writer does touch on the problems of not living in reality, but she doesn’t refer to this trio to emphasize to readers the differences between fiction and real life. Eliminate (C), because the writer isn’t talking about herself here. She is being critical of a perspective. Be careful of (E). The writer does refer to the

idea of having unproductive or “ineffectual” notions, but that’s not the precise effect of the reference to Endymion, Alastor, and Werther. Therefore, the correct answer is (A). The writer refers to all of these fictional individuals as a way of proving that individuals who are quixotic, or overly idealistic and impractical, are of little use.

9. **E** This phrase is located in a sentence with somewhat complex sentence structure, so reread the whole sentence carefully to make sure you fully comprehend what is being expressed. The sentence explains that it would be in the best interest of the revolutionaries and the Endymions, Alastors, and Werthers (meaning people who have similar characters to Endymion, Alastor, and Werther) to hear Carlyle’s perspective and expert opinion on matters. Choice (C) can be eliminated most easily; the fact that he is a Scotsman is a minor detail. Also eliminate (D). The writer is actually doing the opposite; she’s trying to contrast Carlyle with the Endymions, Alastors, and Werthers of the world. Eliminate (B) as well. The writer in all likelihood did not feel as though she needed to convince readers that life can be challenging. Watch out for (A). The writer would agree that you can have dreams while also being practical about them, but that’s not the primary intention of including this descriptive phrase. Therefore, (E) is the correct answer. The writer includes this description of Carlyle in order to characterize him as being firmly rooted in real life, not some fanciful, all-fortunate individual who has never experienced hardships. By doing so, the writer makes his words more credible and powerful.
10. **C** This question asks you to determine the primary effect this sentence has on readers. Comprised only of two repeated words and an exclamation point, it is a swift and simple statement. Choice (B) can be eliminated most easily, because there’s no trace of a hint that Carlyle is being sarcastic in this or any other quotations of his included in this passage. Choice (A) can also be eliminated. It’s not possible to draw the conclusion that Carlyle has suffered in the past from this sentence alone. Eliminate (E) as well. While an exclamation point is used to portray shouting, that’s not the primary role of this sentence. Watch out for (D). Although this sentence and those around it work together to persuade readers of Carlyle’s point of view, it’s far-fetched to say that this sentence implies there’s disbelief among readers. Therefore, (C) is the correct answer. The effect of the sentence is to create a sense of urgency in readers to achieve happiness by working hard.
11. **B** When answering this type of item, always go back and read the full context. This independent clause is the second half of a sentence. “Work while it is called Today” is the first half. The two clauses set up a contrast, so it is essential to take the whole sentence into consideration in order to answer this question. Carlyle is a source of inspiration. The writer includes his words as a way of getting her point across about the roots of optimism. Therefore, the correct answer will be a statement that is positive. Based on that knowledge, you can eliminate (A), (D), and (E). That leaves you with (B) and (C). While “night” and “darkness” have a clear connection, that’s not what the writer is expressing here. In addition, the correct answer has to involve an idea about work somehow, because both parts of the sentence discuss work. Therefore, the correct answer is (B). Carlyle is saying that the opportunity to work is a gift of life, because when “Night cometh,” or death arrives, the option to work doesn’t exist. Appreciate the ability to work and the experience of work while you can.
12. **A** This question requires you to ascertain the coherence of the paragraph, specifically how the latter part of the paragraph is connected to the former part. Given that there are a few ways to qualify the two sets of lines, it’s best to use the process of elimination. Choice (C) can be eliminated most easily because neither communism nor democracy is defined in this paragraph. Choice (E) can also be eliminated; although communism is spoken of as a danger or peril, according to the writer, communism no longer exists, so it is not persisting at all. Eliminate (B) as well. The beginning of the paragraph does touch on the writer’s former goals; the second half of the paragraph doesn’t provide the status of those goals, but outlines new goals. Be careful of (D). The beginning of the paragraph indeed describes the writer’s past actions, but the second half doesn’t describe actions he is presently taking; it describes actions he plans to take in the future. Therefore, (A) is the correct answer. The first part of the paragraph speaks in general terms about the changes that are taking place because communism has been defeated, and the second part of the paragraph specifies what those changes will be.
13. **A** Personification is a literary device wherein something nonhuman—an object, idea, thing, etc.—is given human characteristics. In this case, the writer remarks of inflation as being a thief, someone who steals illegally. That he chooses to personify “inflation” shows his perspective toward it. Choice (E) can be eliminated, because inflation is of course something to take seriously; it affects the economy and, given the significance of the occasion (the State

of the Union Address), the writer wouldn't bring up any topic that wasn't serious. Choice (B) can be eliminated as well, because there's no connection between a thief and international affairs. Eliminate (D) because, although calling inflation a thief means the writer thinks it's a problem, he does not necessarily see it as the *main* problem. Watch out for (C). Right after this sentence in the passage the writer says that not only is inflation down, but interest rates are as well. However, that doesn't address the impact of personifying inflation as a thief. So eliminate (C). Therefore, (A) is the correct answer. By calling inflation a "thief," the writer is suggesting that inflation is a rogue, something he can't control that does what it wants despite outside influences.

14. **B** In these lines, the speaker repeats the phrase "let's be frank" followed by "let me level with you." He then goes on to discuss the impact that the upcoming election has on politicians and the motivations for his proposals. Choice (A) can be eliminated most easily, because it would be unthinkable of a president to plan to say, in prepared remarks, that he was not being entirely honest with his audience. Eliminate (C) as well; in a State of the Union Address, no one else talks but the president, and although his audience does clap when they agree with him, he wholly and fully has the floor. Choice (D) can also be eliminated, because, although he is alluding to the difficulties of politics, these sentences don't serve as an introduction to the complications of his policies. Watch out for (E). These words do foreshadow an admission of some sort, but not necessarily an admission that would be difficult for the audience to take in. So eliminate (E). Therefore, (B) is the correct answer. He's about to say something that politicians don't typically disclose, which is that politicians sometimes say things just to get elected or, in his case, reelected.
15. **E** Writers deliberately employ rhetorical strategies in various ways in order to create unity or a logical line of reasoning. In this instance, the paragraph might have more than one important function, so begin by narrowing down those that do not *not* express how the paragraph relates to the passage as a whole. Eliminate (A) because the subject in the second paragraph has little, if nothing, to do with the subject of the third paragraph. Choice (B) can also be eliminated, because the subject in the fourth paragraph doesn't have a close relationship to the subject in the third paragraph. Eliminate (C) as well. The tone of the third paragraph could be described as serious, but not somber or gloomy; in fact, it ends with optimism for the future. Don't get distracted by (D). Although the subject matter does diverge from the subject of the preceding paragraph, in looking at the passage as a whole, the effect of the differing subject matter doesn't create suspense for what the writer will say next. Therefore, (E) is the correct answer. The first two paragraphs discuss international matters, while the third and fourth paragraphs discuss domestic matters, an inverse topic.
16. **E** Footnote 1 gives President Kennedy's famous words from his inaugural address and explains they were meant to inspire civic action and public service. When you reread the text where the footnote is placed—right after the sentence "And now, members of Congress, let me tell you what you can do for your country"—you get clues about the intention of these lines. There is obviously an overlap in the diction. Choice (D) can be eliminated because President Bush is speaking about the economy, and President Kennedy was talking about public service. Eliminate (C) because, if this was the intention of the lines, the writer would have stated the role of Congress in more direct terms. Eliminate (B) because President Bush is talking about steps he wants Congress to take to improve the economy, which has nothing to do with civic action. Watch out for (A). Although the lines do connect the words of the two presidents, there isn't a direct comparison to *how* they speak. Therefore, (E) is the correct answer. President Bush uses some of President Kennedy's exact words—"what you can do for your country"—but he changes President Kennedy's "ask" to "tell." These lines show that President Bush was alluding to President Kennedy's famous words.
17. **C** The footnote explains that Puritans were members of the Protestant faith who had very strict moral and religious opinions and ways of life. Choice (E) can be eliminated most easily because there's no suggestion of the wealth of the group the writer is referring to. Eliminate (B) because it's clear the writer is referring to Puritans in a negative light, not a positive one as "optimistic" would suggest. Choice (D) is a bit far-fetched, but it might distract you, because in the passage the writer does talk about Puritans being kept awake all night with worry. But that's not exactly what he's implying here. Choice (A) might also tempt you, but the writer doesn't invoke the Puritans to comment on their religious beliefs. Rather, he references Puritans in the context of a tax policy that he is proposing. Therefore, (C) is the correct answer. The writer is suggesting that his opponents are excessively rigid and needlessly worry about something that doesn't exist—in this case, that providing tax incentives for the wealthy is unfair to middle- and low-income people, something the writer disagrees with completely.

18. **C** In this case, the writer is using the phrases “big guy” and “little guy” figuratively, not literally, in order to illustrate how the economy functions. These words have a simple connotation. You can eliminate (E) can most easily. While famous people typically have more money than everyday people, the effect of this statement is not to encourage everyday people to ask famous people for their money. For similar reasons, (A) and (D) can be eliminated. While the phrases “little guy” and “big guy” do delineate one group from the other, the writer doesn’t use these terms to encourage disagreement or agreement between them. Be careful of (B). Although the phrases could potentially come across as intimidating, their main function isn’t to intimidate listeners. Therefore, (C) is the correct answer. The writer is using very simple terms (the rich as “the big guy” and the poor as “the little guy”) to portray a complex economic dynamic in oversimplified terms.
19. **A** Reread the entire paragraph that includes this statement. The writer states that his proposed plan is being discussed in “a political season,” alluding to the fact that there is an election coming up. During election time, politicians often make statements they think will persuade their constituents to elect them, or in this case, reelect them. The writer was about to campaign for another presidential term. Choice (E) can be eliminated most easily because the context tells you that the intricacy of his policies isn’t at all what he was alluding to. The use of the word *partisan*, which refers to the two major parties in U.S. government, Republican and Democrat, might tempt you to choose (B) or (C), but neither the disagreements between the parties nor the black-and-white nature is what the writer is getting at. Be careful of (D). This answer choice does reflect the writer’s suggestion that people might distrust his motivations, but he’s not merely addressing people in Congress. Therefore, (A) is the correct answer. The writer states, “But I ask you to know what is in my heart,” as a way of persuading people that his intentions are not politically motivated, but genuinely intended to help the American people.
20. **B** In this passage, the writer is persuading his audience to agree with the policies he believes in. Writers have various methods of developing their thoughts so that they will have the impact they desire on an audience. In these lines, the writer is using a very specific tactic to appeal to his audience. Choice (C) can be eliminated most easily, since there are no facts and figures expressed in these lines. Eliminate (E) as well, because these lines don’t scrutinize details, as in an analysis, nor does he ask the audience to make a deduction of the details, as in an inference. Choice (A) can also be eliminated. The writer isn’t walking the audience through his policies using logic and reasoning in these lines. Be careful of (D). The writer does talk about what he thinks is “right,” which implies claims of morality and ethics, but it’s not the primary method he is using to win over his audience. Therefore, (B) is the correct answer. The writer asks his audience to “know what is in [his] heart,” which essentially pulls on the audiences’ emotions as a way to persuade them of his benevolent personal character and his ideas for how the nation should move forward.
21. **A** Obtaining the context of this statement helps you answer this question, but by analyzing the sentence itself, you can arrive at the correct answer. Although the writer refers to politics as something some consider to be a “game,” that’s not the primary purpose of the statement. Eliminate (E). Choice (C) can also be eliminated, because the writer is saying almost the opposite: politicians should stop strategizing to thwart the advancement of policies they don’t agree with. Similarly, (B) can be eliminated because, although the writer does state that progress is sometimes impeded by politicians, it’s not because they have ill will; it’s because they prefer their agendas to those of the opposing side. Be careful of (D). The writer is hinting that being flexible, or compromising, is a way to help the country move forward and improve; however, this statement goes beyond just that notion. Therefore, (A) is the correct answer. Some politicians block other politicians with opposing views, so that nothing gets accomplished, and then complain about the lack of progress being made in improving America. They complain about the problems they, in fact, helped create.
22. **A** Oftentimes, writers repeat words or phrases to underscore a point they want to drill into the minds of their audience. This is happening in these lines. The writer arranges the words “on Earth” to appear after every superlative adjective (*freest, kindest, strongest*). The sentence discusses America in terms of other countries on the planet. Choice (C) can be eliminated most easily because the United States—not American people—are being discussed in these lines. Choice (D) can be eliminated as well. While these lines do discuss a principle that the United States was founded upon (freedom), the other attributes (kindness and strength) are not American principles per se. In addition, that’s not all the writer is trying to say here. Also eliminate (B) because, while one of the writer’s aims was to further emphasize the effectiveness of his leadership capabilities, that’s not what the repetition in these lines was meant to achieve. Watch out for (E). The sentence does compare the United States with other countries in the world, and it does suggest the values the United States promotes worldwide, but it doesn’t exactly express the

United States' accomplishments. Eliminate (E). Therefore, (A) is the correct answer. By repeating "on Earth" and using superlative adjectives, the writer talks about the United States in relationship to other countries, effectively saying that the United States is a freer, kinder, and stronger nation than any other in the world. The arrangement of these lines serves to emphasize the United States' international standing.

23. **D** To ascertain this overview, think about the writer's intention. You know it's a State of the Union Address, so that offers clues. Choice (C) can be eliminated most easily. Chronology is irrelevant in this passage. Eliminate (A) as well. Although the writer does put forth his opinions throughout the passage, he isn't focused on experiences he had or events he personally witnessed, nor do his words become more dramatic as the passage progresses. Choice (B) can also be eliminated because the writer isn't trying to convince his audience of just one idea, or assertion. Be careful of (E). The writer does, from time to time, talk about the arguments for and against various topics, but that's not the *primary* organization of the passage. Therefore, (D) is the correct answer. The writer develops his thoughts by pronouncing his intentions and goals for the country.
24. **B** The question asks how the writer can effectively transition from the introduction to the main argument. The first half of the sentence continues the introduction. The writer is illustrating one type of community recycling initiative, curbside pickup. However, the main argument is that these initiatives have not helped make recycling effective. A transitional element is needed to move the reader from community recycling initiatives into the argument that they are not effective. Most effective transitions use transitional words or phrases to move the reader from one idea to another. Because the purpose of the transition in this sentence is to move readers from the introduction to the main argument, a contrasting word or phrase would be most effective. Eliminate (A) because the original sentence does not use transitional words or phrases. Choices (C) and (D) use transitions that link ideas ("and," "together with"), and (E) places "curbside pickup" in opposition to "current recycling systems." This does not make sense, as curbside pickup is a current recycling system. The use of "however" in (B) tells the reader that even though community initiatives were supposed to help make recycling more effective, the opposite effect happened. Therefore, the correct answer is (B).
25. **C** This question asks you to identify the tone of the passage, and to apply that tone to one sentence. Tone is the writer's attitude toward a subject. It reflects the writer's feelings. Be careful not to mistake tone for mood. Mood is how the reader feels when reading a piece of writing. The tone of this passage is formal and instructive. Characteristics of formal writing include the use of third-person point of view, academic language, and complex sentences. Eliminate (D) and (E) because they use second-person point of view (you) instead of the objective third, and consequently create a tone that is more informal. Choices (A) and (B) can be eliminated because of their use of informal language ("one-way ticket to the garbage dump" and "disposable junk.") Choice (C) maintains the use of the objective third-person point of view, and includes precise language like "disposed of" and "waste." Therefore, (C) is the correct answer.
26. **C** This question asks you to consider where a counterclaim would be most effective. In argumentative writing, a counterclaim addresses the opposing viewpoint. Writers will introduce a counterclaim for the sole purpose of refuting it. Essentially, a counterclaim lets the writer acknowledge an opposing viewpoint and show the reader why it is false. The main argument in the second paragraph is that single-stream recycling is ineffective because it leads to contamination. Sentences 5 and 6 define single-stream recycling as a "process of collecting all types of recycling" that allows consumers to "toss recyclable items into one bin." Choices (A) and (B) can be eliminated most easily because introducing the counterclaim as part of the definition would not make sense. Sentences 9 and 10 then use evidence to support the claim, so neither option would be an appropriate location for a counterclaim. Eliminate (D) and (E). The word "However," before sentence 8 sets up a difference of opinion that would easily transition readers from the counterclaim to the claim. Therefore, (C) is the correct answer.
27. **D** This question asks you to make a correlation, or connection, between the main argument of the passage and the ideas expressed in a body paragraph. The key idea is already clarified in the second part of the original sentence, "the cost of recycling is on the rise." This question is *not* asking you to create a topic sentence. Instead, you should focus on revising the underlined text to tie the main argument of the passage directly to the key point. The main argument in this draft is that recycling has become ineffective. This paragraph uses the rising cost of recycling to demonstrate why recycling is ineffective. Eliminate (A), (B), and (E) because none of these addresses the main argument. There is no clear link between the ineffectiveness of recycling and rising recycling costs. Choice (C)

uses the phrase “As if . . . wasn’t” to set off a comparative relationship between recycling different recycling problems. The problems of single-stream recycling and high recycling costs are linked, but the main argument is not addressed. Therefore, (D) is correct. This sentence clearly links the rising costs of recycling to the main argument that recycling is ineffective. It even uses the word “ineffective” to make that connection.

28. **B** This question asks you to determine where evidence can best be used to support a key point. Remember, a key point helps build the main argument of the passage. In this case, the main argument is that recycling is ineffective because costs are rising. The evidence the writer wishes to incorporate into the paragraph uses data to give an example of the rising costs of recycling. The evidence shows, in dollar amounts, how much recycling costs have risen for one specific waste disposal company. Choice (A) is incorrect because evidence is most effectively used to support a point. It would not make sense to begin the paragraph with the evidence and establish the point after. Eliminate (C) and (D) as well, because the evidence does not support the information presented in each of those sentences. Furthermore, (E) is incorrect because the evidence would not effectively conclude the third paragraph and introduce the fourth paragraph. The evidence directly supports the idea that “the cost of recycling is on the rise,” so it should come after sentence 11. This makes (B) the correct answer.
29. **D** Reread the entire paragraph that includes this sentence. The paragraph states that China has capped waste contamination standards “at less than 1 percent.” The writer is trying to illustrate that China will no longer take many U.S. waste items because the items exceed this contamination cap. Eliminate (A) because the sentence as initially written is somewhat unclear. When the writer states that “U.S. paper products have a 25 percent food contamination rate,” it is unclear if the percentage refers to paper waste exported as a whole, or each piece of paper waste. Moreover, the term “food contamination” is not explained. Choice (B) is incorrect because it simply revises the syntax, or word arrangement, of the sentence. The rearrangement of the words does not clarify what is meant by food contamination or clarify the context of the percentage rate. Choice (C) is incorrect because it does not make the text clearer, but actually changes the meaning of the underlined text. This option presents false information that is not supported by the rest of the paragraph. Finally, (E) can be eliminated because it changes the point of view and does not clarify the information. Choice (D) effectively clarifies both issues. It clarifies that the 25 percent references each individual paper product, and that “food contamination” is food waste or residue left on each paper product. The correct answer is (D).
30. **B** This question is asking you to identify an effective conclusion to the passage as a whole. It is *not* asking you to simply conclude the paragraph. An effective conclusion sums up the main argument and key points of a passage. Eliminate (A) and (C) because they conclude the paragraph, not the main argument. Choices (D) and (E) are incorrect because neither sentence restates the main argument or reviews key ideas. Choice (D) offers a solution to rising costs, which is only discussed in the final paragraph, and (E) calls on Americans to “act.” Therefore, (B) is correct because it addresses the main argument by stating that “more effective solutions” are needed to make recycling work. The sentence also refers to the two key points first stated in the thesis about why recycling is ineffective.
31. **A** The purpose of an introduction is to introduce a subject in a way that captures the reader’s attention and builds interest in the argument. This passage argues that jazz music is representative of the city of New Orleans, both in form and function. An effective introduction should seek to connect jazz music to New Orleans. Eliminate (B), (D), and (E) because these sentences focus entirely on jazz music without connecting it to New Orleans. Choice (C) focuses entirely on the “diversity and character” of New Orleans without specifying its relation to jazz. While both are relevant to the passage, the overall subject is not just New Orleans. Choice (A) ties in both aspects of the passage by stating most experts agree that “New Orleans is the birthplace of American jazz music.”
32. **A** This question gives you a specific audience and asks you to consider what information this audience most needs to know in order to better understand the text. Music students in an introductory music class would most likely require a definition of jazz music at the beginning of the passage. This would give a frame of reference for their understanding. While (B) and (C) provide an overall introduction to the topic, they do not aid in understanding the topic. Choices (D) and (E) introduce New Orleans as a city, but do not introduce the topic of jazz. Therefore, they are incorrect. Choice (A) defines jazz and is thus the correct answer.

33. **A** This question asks you to think about how the writer develops ideas. Writers develop ideas in a variety of ways, including the use of comparison, narration, description, definition, and cause/effect. The underlined text in sentence 2 is a description. The music is described as a “kaleidoscope of syncopated rhythm and complex harmony.” The description is useful because it explains the claim made in sentence 1. Eliminate (D) and (E) because they suggest the text should be deleted. The text is useful to the development of the ideas in the sentence. Be careful of (B) and (C), which both recommend keeping the underlined text. That part is correct, but the reasoning is flawed. There is no indication that the audience perceives New Orleans to be “colorful,” nor is there a contrast to other forms of American music. The description should be kept because it shows the reader the “diverse cultural and social fabric” that led to jazz. Therefore, the correct answer is (A).
34. **E** Read the question carefully. Some questions will ask you to assess the passage as a whole. Other questions, like this one, will ask you to focus only one aspect of the passage. Here, the writer wants to revise a sentence to insert an argument into the paragraph. You can use the evidence provided in the paragraph to help you determine which answer is correct because the question states that the argument should be supported “by the evidence within the paragraph.” As it is written, there is no argument introduced in sentence 3. This is why the question asks you to modify the sentence. So you can immediately eliminate (A). Choices (B) and (D) elaborate on the idea that the people of New Orleans loved to dance. Both mention the “dance halls and social festivals” that provided opportunities to dance. However, the paragraph is not focused on the love of dance, but on the relationship between New Orleans culture and the purpose of jazz. Eliminate (B) and (D). Choice (C) is also incorrect, as it makes a claim that the people of New Orleans were “eager to explore new forms of dancing,” which is not supported in the paragraph. Therefore, (E) is correct. It introduces the argument that the culture of New Orleans changed music and helped give birth to jazz. The festive culture is documented in the quote from Louis Armstrong. The argument is supported by the final sentence in the paragraph, which states that the culture influenced the music by stating that the city created an environment in which musicians could experiment.
35. **C** This question asks you to choose which piece of evidence is NOT relevant to the main argument. In this case, the main argument is that New Orleans “created an environment” in which jazz music could flourish. Relevant evidence should develop the argument with supporting details, facts, examples, and illustrations. Information about music in New Orleans during the early twentieth century could provide useful details that would support the main argument. Therefore, (B) and (E) are incorrect because they would enhance the development of the argument. Choices (A) and (D) would provide firsthand accounts from musicians working in New Orleans during the early twentieth century. They too would likely be a source of relevant information. Therefore, (A) and (D) are incorrect. This leaves (C). While a blog post on a tourism website might have useful information when planning a trip to New Orleans, it does not tie in with the city’s role as related to jazz music. Therefore, the correct answer is (C).
36. **D** This question asks you to consider the reasoning of an argument. Most arguments follow a line of reasoning in which the writer presents information and then provides commentary about why the information matters. The sentence in question does add to the overall development of the paragraph because it explicitly states how jazz music mirrors the political characteristics of New Orleans. Therefore, (E) can be most easily eliminated. The new sentence gives you a big clue by repeating the word *ungovernable*, which is used in sentence 8. The repetition of this word allows you to dismiss (A) and (B), because the new sentence should connect with sentence 8. Placing the commentary after sentence 7 would be ineffective, because there is no immediate connection between the commentary and sentence 7. So (C) can be eliminated. As the city is “ungovernable,” so is the music. Therefore, (D) is the correct answer.
37. **D** This question asks you to consider the relevance of a parenthetical phrase. Remember, parenthetical details are not essential to the overall meaning of a text. However, when used correctly, they can offer important explanations and details that can aid in understanding. Because this parenthetical phrase explains the “collaborative nature of jazz,” it is useful in aiding understanding. Therefore, it should not be eliminated. Eliminate (A), (B), and (C) because they suggest the phrase be eliminated and their arguments for doing so are not valid. It does not interrupt an argument. Also, the detail is not unnecessary, as it explains how jazz is collaborative. There is also no inappropriate shift in tense, as the sentence itself is written in past tense. Be careful of (E). Although the phrase should be kept, it does more than provide enjoyment; it gives additional useful information. Therefore, (D) is correct.

38. **B** The focus of this item is word choice and precision of language. Eliminate (A) because the phrase “Southern city” has no clear meaning and the relevance of New Orleans being a Southern city is not specified. Choice (C) is also incorrect, because the addition of “very” to “Southern city” does not clarify or add meaning. Choice (D) is not supported by any evidence within the passage, so it should be dismissed as incorrect. This leaves (B) and (E). While (E) might be tempting, it is not relevant to the information presented in the paragraph. Eliminate (E). Therefore, (B) is correct. It clarifies the meaning of “Southern city” and demonstrates the uniqueness of having a diverse population.
39. **A** Writers use description in argumentative and rhetorical writing to illustrate ideas, give examples, and even establish context. As this information is presented in the introduction, it tells you that the writer is using these details to establish context and orient the reader to the purpose of a gap year. The underlined portion should be included in the paragraph because it gives the reader a frame of reference. It shows the reader what a gap year can look like and asserts that the writer understands the concept of a gap year before making an argument. Eliminate (D) and (E) because they suggest deleting the underlined text. Choice (D) states that it is contrary to the writer’s purpose, but this is untrue. The writer’s purpose is to show the benefits of a gap year, and the underlined text helps to do this. Choice (E) is false because there is no claim made in the sentence. Be careful of (B) and (C). While they correctly recommend leaving the underlined text, their reasoning is flawed. Although the subject in the introduction is working with young students in a developing nation, there is no evidence to suggest that the writer is speaking directly to people living in developing nations. Moreover, the main argument of the passage is not about the importance of education; it is about the importance of a gap year. Eliminate (B). The writer approaches the subject with a positive tone, but the purpose of the description is not to develop tone, so eliminate (C). The underlined portion develops context and understanding of a gap year, and that is why it should be kept. The correct answer is (A).
40. **A** Purpose is what the writer hopes to accomplish with a text. Don’t confuse the writer’s purpose with the main argument or claim. The main argument is a response to the writer’s purpose. For instance, if the writer’s purpose is to persuade readers to take action, then the main argument will expand and clarify that purpose. In this passage, the writer’s purpose is to persuade readers of the benefits of taking a gap year. Because this is the purpose, (B) and (C) can automatically be dismissed as incorrect. Both answers seek to argue *against* taking a gap year. Choices (D) and (E) are also incorrect because they seek to inform, not persuade. The phrase “can be beneficial for students if implemented correctly” refers to the gap year. The writer is saying that a gap year has benefits, if done right. Therefore, (A) is correct.
41. **D** This question asks you to consider the relationship between word choice and argumentation. The main argument in this passage is that a gap year has benefits. The main argument of this specific paragraph is that motivation is important when seeking to benefit from a gap year. The word *pros* is not effective in setting up the main argument in the paragraph. The writer needs to reiterate that a gap year is beneficial. The use of the word *pros* makes it seem as if the writer is merely listing information, not arguing in favor of a position. Choice (A) is incorrect because, like *pros*, the word *implications* does not make a strong connotative case in favor of the argument. Eliminate (B) and (E) because they have negative connotations and portray the argument in a negative light. Be careful of (C). It has a positive connotation, but the writer needs to do more than just state the appeal of a gap year. The writer needs to state that a gap year does benefit students. *Efficacy* refers to the ability to produce a desirable result. It is similar to words like *benefit*, *advantage*, and *virtue*. This word establishes a positive connotation and helps make an argument in favor of a gap year. Therefore, (D) is correct.
42. **C** Quotes are effective when they help clarify, develop, or give support to a main argument. The argument in the second paragraph is that students must be motivated when taking a gap year. Sentence 6 explains why students must be motivated—because having a “clear plan” makes it “more likely” for them “to benefit from a gap year.” Because the quote provides an expert opinion to support the reasoning in sentence 6, it should be placed near that sentence. Choices (A) and (B) are incorrect because sentence 5 contains the main argument. The new quote does not work to effectively introduce the argument or explain the argument. Choices (D) and (E) can also be eliminated. Sentence 7 provides another piece of evidence. It references studies that demonstrate the impact of a gap year on academic progress. This information can best build on the quote. Sentence 8 builds on sentence 7 with the introductory phrase “This renewed focus.” Therefore, placing the quote after sentence 7 would disrupt the flow of ideas. This quote should best be placed after sentence 6. The correct answer is (C).

43. **B** Transitional words and phrases can be used to extend, clarify, or even contrast ideas. Sentence 10 argues that students are not “equipped” to complete college degrees “in a timely manner.” This idea is supported with the statistic that over half of college students take six years to complete college. The writer’s perspective is that this is too long. Sentence 11 argues that a gap year might lessen the amount of time students spend in college because students can “explore career options” and choose the right degree program before starting school. The information in sentence 11 contrasts the information presented in sentence 10. Therefore, a transitional word or phrase that denotes contrast should be used. Choice (A) sets up an example, and this does not happen in sentence 11. Choice (C) sets up a comparison, but sentences 10 and 11 are not similar. Finally, (D) and (E) set up additions. But sentence 11 does not add information to the argument made in sentence 10. Choice (B) provides a contrast. By incorporating it into sentence 11, the writer effectively states that *instead* of spending six years in college, a gap year can help students narrow career options and be more focused. The correct answer is (B).
44. **C** A comparison can take many forms. It can be a simile, metaphor, analogy, or even an anecdote. Writers use comparisons to help the reader gain understanding about an idea or argument. The third paragraph argues that a gap year can help students gain emotional maturity. The question asks you to identify the comparison that best shows this argument. Eliminate (D) and (E) because, while they may be accurate statements, there is no comparison about emotional maturation (the main topic of the paragraph). Choice (A) can also be dismissed because its focus is on an adolescent’s dependency on adults. Not only is this a sweeping statement, but it also does not address the main argument in the paragraph. Finally, (B) is incorrect because it focuses more on college in general, not a gap year specifically. Choice (C) addresses both the gap year and the new “insight into life and self” that students can receive. This new insight is emotional maturation. Therefore, the comparison supports the main argument that a gap year can help students mature emotionally. The correct answer is (C).
45. **A** Evidence is any fact, statistic, detail, example, quote, explanation, or illustration that helps prove a claim. In this case, the claim is that “a gap year is not for every student.” Choices (B) and (D) can be eliminated because they give evidence that is contrary to the claim. While (C) acknowledges the claim, it provides no evidence to support it. Rather, it merely extends the claim by noting that “some students” are not cut out for a gap year. The phrase “use the gap year appropriately” is vague, and the statement requires more clarification. Finally, (E) is incorrect because it makes a suggestion that does not support the claim. This is more of a concluding statement, as it asks readers to do something with all of the arguments and evidence set forth in the passage. Evidence to support this claim should include the explanation that some students found it “difficult to return” and be in a different place from their peers. Therefore, (A) is correct.

There’s a new way to prepare for AP® Exams.

Visit www.marcolearning.com to learn more about Marco’s rich learning resources for AP® English Language, U.S. History, European History, and more!

High-Quality Videos

All of Marco’s courses provide engaging videos of expert teachers who review strategies for AP® Exams.

Great Value

Drills, study guides, video lessons, and up to 3 practice tests at affordable prices.

Prep Anywhere

Any device, any time. Take tests, watch lessons, and practice wherever you are.

